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AUTHOR Cudaback, Dorothea J.; Dickinson, Nancy S.

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ABSTRACT

Parent Express is a series of 15 eight-page booklets for expectant and new parents. The booklets, which are keyed to the baby's age, are mailed to recipients monthly in sequence from the third trimester of pregnancy through the baby's first birthday. The booklets were originally developed by the Cooperative Extension Human Relations staff at the University of California for teenage and low-income parents. This report presents results of a study of the use of Parent Express by teenage mothers and its impact on their parenting knowledge, attitudes, and practices. The content of the booklets focuses on information that has been shown to be predictive of good parenting. The effectiveness of the booklets was evaluated in a comparative study in which 70 mothers received the booklets and a comparable control group of 85 mothers did not. A comparison of the pre- and posttest interviews with mothers in each of the groups indicated that compared with the control group mothers, study group mothers were significantly more likely to (1) report using magazines and pamphlets as sources of parenting information during their baby's first year; (2) report a desire for additional parenting information; (3) believe that mothers have a marked influence over their baby's intelligence and self-confidence; and (4) receive not-at-risk scores on the Home Screening Questionnaire, a standardized instrument that is used to screen for infants' developmental delays due to inadequate parenting or environmental influences. (The study questionnaires are appended.) (MN)

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FROM PREGNANT TEEN TO PARENT: DOES READING HELP?

A Research Report on Pregnant Teens and Young Mothers Study

December 1986

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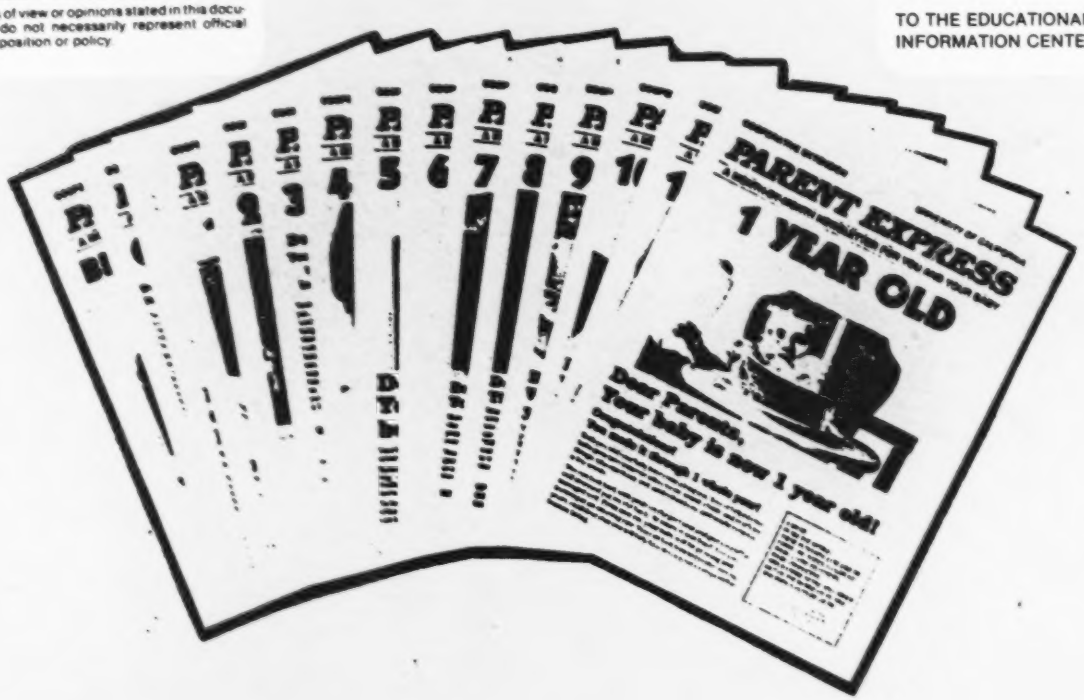

CE 047 632

Dorothea J. Cudaback, D.S.W.
Human Relations Specialist
UC Cooperative Extension
120 Haviland Hall
Berkeley, California 94720
(415) 642-4335

Nancy S. Dickinson
Human Relations Program Representative
UC Cooperative Extension
2120 University Ave.
Berkeley, California 94720
(415) 644-4379

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ABSTRACT

Parent Express is a series of 15 8-paged booklets for expectant and new parents. The booklets, keyed to the baby's age, are mailed to recipients monthly in sequence from the third trimester of pregnancy through the baby's first birthday. Developed by the University of California Cooperative Extension Human Relations staff, the program is available to all parents, but it was particularly designed for teenage and low-income parents. The content focuses on information which has been shown to be predictive of good parenting. This report presents results of a study of the use of Parent Express by teenage mothers and its impact on their parenting knowledge, attitudes, and practices.

Data for this study came from pre-test interviews with 118 pregnant teens between May and July, 1984. These young women subsequently received Parent Express until their baby was a year old. Eleven to 18 months after their babies were born, 70 of these mothers (the study group) were interviewed again and 85 comparable mothers (the control group), who had not received Parent Express, were interviewed for the first time.

Analysis of the study data shows that an overwhelming majority of the 70 young mothers who received Parent Express during their baby's first year found the series to be beneficial and reported that their parenting attitudes, beliefs, and practices had been positively influenced by reading the booklets.

Compared to control group mothers, study group mothers were significantly more likely to:

- report using magazines and pamphlets as sources of parenting information during their baby's first year;
- report desire for additional parenting information;
- believe that mothers have a marked influence over their baby's intelligence and self-confidence;
- receive not-at-risk scores on the Home Screening Questionnaire, a standardized instrument which screens for infants' developmental delays due to inadequate parenting or environmental influences.

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Fresno Unified School District Parent and Child Education Program
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We especially thank all the pregnant teens and young mothers who so graciously took the time to answer our questions.

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INTRODUCTION

Background

An increasing number of babies in the United States are being born to, and reared by, teen parents (Baldwin, 1980). The social and economic consequences of early parenthood for these mothers and their babies are great. For example, a large majority of teenage mothers will not complete their education, and most will be unemployed and dependent on welfare (Baldwin, 1980; Alan Guttmacher Institute, 1981; Swift, 1983). In addition, these young mothers are at risk of failing to give their babies the care and stimulation needed for optimum development. Often unaware of infant learning patterns, some teen mothers fail to notice or respond to learning-readiness cues from their babies. Partly for this reason, children born of teen mothers are more likely than those of older mothers to show delayed intellectual development (Oppel & Royston, 1971). Other teen mothers unrealistically expect their babies to develop far earlier than the norm (Sparling, 1980), leading these mothers to use punitive discipline methods and maltreat their babies (Bolton, 1980).

Teen parents need realistic, useful information about child development and parenting. The new mother experiences the transition to parenthood as a major life change-- both exciting and stressful (Cowan & Cowan, 1981; Valentine, 1982). At this time, she is likely to be particularly open to receiving and using parenting help and information (Aslanian & Brickwell, 1980; Zitner & Miller, 1980). Although most expectant and new teen parents receive their parenting information through interpersonal channels, reading for most is an acceptable second choice (Sparling, 1980). Unfortunately, the many teens who are poor readers have difficulty finding parent education materials they can understand.

This report presents the results of a research study on the use of an age-keyed parenting newsletter, Parent Express, by teen mothers and its impact on these mothers' knowledge, attitudes, and practices.

Description of the Program

Parent Express is a series of 15 8-paged booklets for expectant and new parents. Developed by the University of California Cooperative Extension, the program is available to all parents, but it is particularly designed for teenage parents. Shaped by interviews with teenage mothers and professionals working with them, the content focuses on knowledge which has been shown to be predictive of good parenting: awareness of the power of play in helping children learn, value of parental teaching, importance of monitoring infants' health, and awareness of parenting behaviors which promote language development (Stevens, 1984). The leaflets are written in simple, clear language, with a supportive, encouraging tone and attractive format.

The leaflets, which are mailed in sequence every month, have distinct educational and practical advantages. Because information is keyed to the baby's birth month, it reaches parents when they are most ready to use it. The information is conveyed in written form and, consequently, serves those

who might not take part in parent education meetings or formal classes (although many parenting classes use Parent Express as a teaching aid). Moreover, parents can read the information at their convenience, share the leaflets with others, and save them for future reference. Finally, the program is a relatively inexpensive way to provide educational information for parents.

The study's purpose was to obtain information from pregnant teens and young mothers about (1) their parenting information needs, information sources, and attitudes and knowledge about parenthood; (2) the impact on parenting attitudes and practices of receiving the Parent Express home learning program; and (3) their evaluation of Parent Express.

METHODS

Sample

The pre-test sample consisted of 118 young women who were (1) teenagers during some or all of their pregnancy; (2) planning to keep their infants; and (3) still pregnant at the time of the first interview (Cudaback, 1985). Fifty-nine percent of the pre-test sample could be located for the follow-up interview when their babies were between 12 and 18 months old. These 70 respondents comprise the study group.

A comparison of the nonrespondents with the study group shows that the two groups are similar in age, education, race, living arrangements, and employment. Significantly more of the respondents, however, were attending a parent education program at the time of the first interview ($\chi^2=6.8$; $p<.01$).

One year after the study began, information was collected from a control group of 85 young mothers of infants 11 to 18 months old. These mothers had been teenagers during their pregnancy and had not read Parent Express. As shown in Table 1, the study group mothers differ from the control group on several demographic variables: study group mothers are significantly older ($t=3.95$; $p<.001$); they tend to be more highly educated ($t=1.89$; $p=.06$; and they are less likely to be currently in a parent education program ($t=3.95$; $p<.001$).

TABLE 1
Respondent Characteristics

Characteristic	Study Group: Pre-Test (n=70)	Post-Test (n=70)	Control Group (n=85)
Age			
Mean	17.0	18.4	17.5
Range	(13-20)	(15-21)	(16-21)
Marital Status (%)			
Single	90.0	80.0	85.7
Married	10.0	20.0	14.3
Living Arrangements (%)			
Alone	1.4	5.8	11.8
With husband/partner	15.7	21.7	25.9
With friends	8.6	4.3	2.4
With parents	57.1	52.2	54.1
Other	17.1	15.9	5.9
In School Now? (%)			
No		57.0	18.8
Yes		43.0	81.2
Highest Grade Passed			
Mean	some H.S.	11.4	10.8
Range	(7-13)	(7-15)	(6-13)
In a Parent Ed. Program?			
No	28.6	76.0	53.0
Yes	71.4	24.0	47.0
Race			
Hispanic	21.4	19.7	23.5
White non-Hispanic	24.3	25.8	24.7
Black	48.6	47.0	47.1
Other	5.7	7.6	4.7

Study Procedures

Pre-test information was collected from the study group between May and July, 1984. An interviewer visited 16 San Francisco Bay Area agencies, programs, and professionals serving pregnant teenagers. She personally administered the pre-test questionnaire to groups or individuals. The pregnant minors agreed to receive Parent Express booklets for one year and to participate in the follow-up interview. They provided their names, addresses, and telephone numbers, in order to receive the series by mail and be contacted for the second interview. Eleven to 18 months after their babies were born, the 70 study group mothers were interviewed again.

These follow-up interviews usually occurred over the telephone.

During the same time period that second interviews were occurring with the study group, an interviewer recruited the 85 control group mothers through 29 Bay Area teen parent agencies and programs. The post-test questionnaires were administered to the control group mothers by this interviewer or by staff of the girls' parenting programs.

Study Instruments

Four instruments were used in this study (see Appendix A). Three of these were designed for this study: the pre-test questionnaire and the Parent Express evaluation, completed by the study group, and the post-test questionnaire, completed by study and control mothers. The pre- and post-test questionnaires were developed to assess respondents' sources of information about baby care, attitudes about motherhood, and knowledge and beliefs about parenting and child development. The Parent Express evaluation questionnaire requested such information as reading patterns, helpfulness of specific topics covered by the series, degree to which parenting practices and attitudes were influenced by reading the leaflets, and overall usefulness of the program.

At the post-test interview, study and control group mothers were given the standardized Home Screening Questionnaire, or HSQ (Coons, et al., 1981). This instrument was developed to identify infant and young children who are at risk of delayed social and intellectual development due to inadequate parenting. The HSQ is based on the Home Observation for Measurement of the Environment (HOME) Inventory (Caldwell & Bradley, 1979). The HSQ items measure the important quantitative and qualitative home environment variables measured on the HOME Inventory. Unlike the Inventory, however, the HSQ is parent-answered and does not require a visit to the child's home. The purpose of using the HSQ in this study was to more objectively measure the impact of Parent Express on parenting behaviors.

RESULTS

Data analysis addressed the following areas of concern about the study and control groups:

1. Sources of information about parenthood and child development.
2. Parenting information needed or desired.
3. Attitudes toward parenthood.
4. Knowledge of child care and development.
5. Impact on parenting practices of receiving Parent Express.
6. Evaluation of Parent Express.

Sources of Parenting Information

As shown in Figure 1, during pregnancy and parenthood the largest percentage of both study and control respondents reported relying most often on family and friends to provide them parenting information. Study group mothers significantly increased their use of magazines and pamphlets from the first to the second interview (t= -4.82; $p<.001$). Also, at the second interview, significantly more study than control group mothers used books (t=3.69; $p<.001$) and magazines and pamphlets (t=5.30; $p<.001$) for their parenting information.

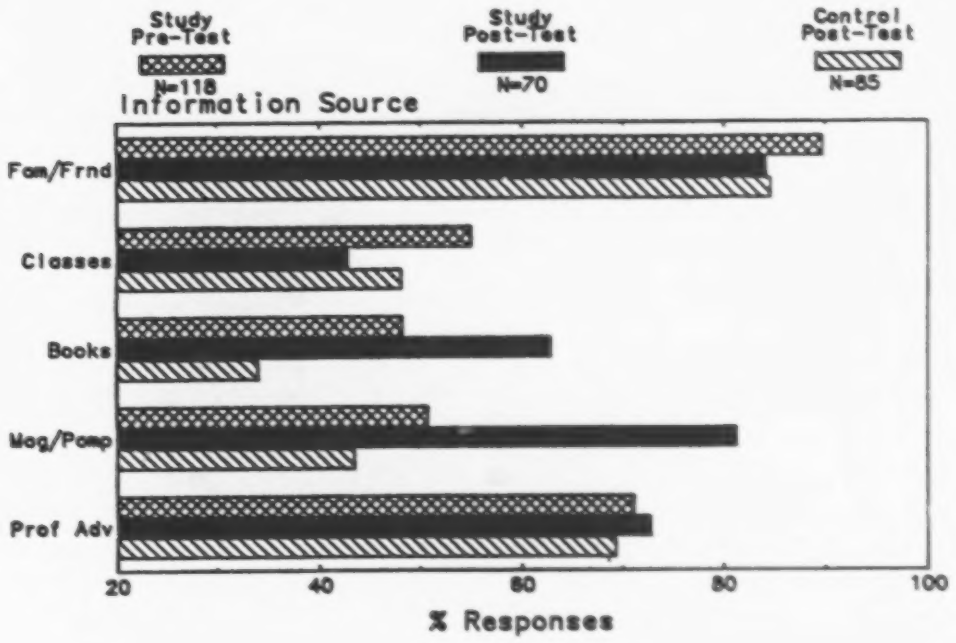

FIGURE 1
Sources of Parenting Information

Parenting Information Needs

At the first interview, the largest percentage of pregnant teens reported needing information about baby health and safety, followed by baby nutrition, ways to teach baby, and managing the stress of motherhood, in that order (see Table 2). By the time of the second interview, significantly more of the study group reported needing additional information on five of the seven areas, including baby development, ways to teach, managing stress, and games and toys. At this interview, the number of study group mothers needing information was significantly higher than the number of control group mothers on all topics. Also, more control than study mothers reported that they did not need additional parenting information.

TABLE 2
Parenting Information Needs

Topic (Multiple Responses Possible)	Study Group Pre-Test (n=70)	Post-Test (n=70)	Control Group (n=85)
	%	%	%
Baby Health and Safety	54	60	41
Baby Nutrition	49	51	24
Ways to Teach Baby	45	70	36
Managing Stress of Motherhood	42	63	36
Baby Development	28	44	24
Games to Play with Baby	24	64	37
Toys for Baby	19	59	20
None Needed	13	3	20

A summary need score, constructed for each respondent, reflects the total number of topics on which a mother reported needing more information (Alpha = 598). Each respondent's possible score on the scale ranges from zero to seven. Figure 2 shows the percent of study and control group respondents who indicated needing information on various numbers of topics. This graph shows that the study group's perceived need for information increased significantly from pre- to post-test ($t = -5.28$; $p < .001$) and was significantly higher than the control group's perceived information needs at the second interview ($t = 6.56$; $p < .001$).

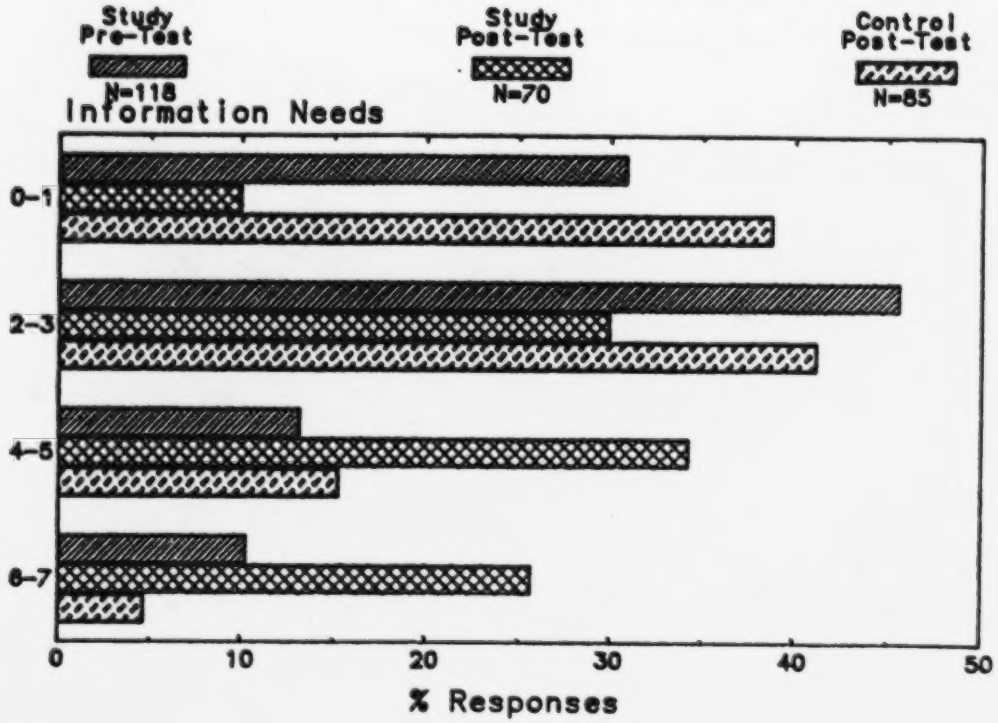

FIGURE 2
Summary Need Scores

There was no relationship between respondents' summary need scores and their age or race at the time of the post-test. Mothers who felt greater need at that time, however, were significantly less likely to be attending parent education classes ($\underline{X}^2$=19.2; $\underline{p}<.01$) or living with their parents ($\underline{X}^2$=42.3; $\underline{p}<.05$).

Attitudes Toward Parenthood

At the first interview, pregnant teens were asked how well prepared they felt for motherhood, how much they expected to enjoy motherhood, and how difficult they felt adjustment to motherhood would be. Their expectations seemed to predict their experiences, as study group mothers at the second interview did not change their attitudes significantly from the first interview. Moreover, these attitudes were not significantly different from those reported by the control group (see Table 3). A large majority of study and control group mothers reported feeling well to very well prepared for motherhood. Most reported enjoying motherhood and finding it fairly easy to adjust to being mothers.

TABLE 3
Respondent Attitudes Toward Parenthood

Item	Study Group: Pre-Test (n=70)	Post-Test (n=70)	Control Group (n=85)
Feeling/Felt Prepared for Motherhood?			
Poorly/Fairly Well Prepared	27%	33%	29%
Well Prepared	51	39	42
Very Well Prepared	21	29	30
Expect To/Did Enjoy Motherhood?			
Very Little/Some	3%	1%	5%
Fair Amount	11	17	21
A Lot	86	81	74
How Hard Will It Be/Was It To Adjust To Motherhood?			
Not Hard	26%	20%	25%
Hard Now and Then	53	63	53
Hard Half the Time	19	11	19
Hard Most of the Time	3	6	4

Pregnant teenagers who felt very well-prepared for parenthood reported that it would not be hard for them to adjust to being mothers, whereas those who didn't feel well-prepared reported that adjustment would be difficult. By the post-test interview, respondents who reported feeling well-prepared for parenthood also reported significantly higher levels of parenting enjoyment ($r=.21$; $p<.01$) and less parenting adjustment difficulty ($r=.28$; $p<.001$) during their baby's first year. For both study and control groups, these relationships are significant regardless of the respondent's race, age, education, or participation in a parent education program. There is also no relationship between respondents' attitudes toward parenthood and the number of topics about which they wanted more information (summary need scores).

Knowledge and Beliefs about Child Care and Development

Respondents were asked when mothers should begin talking to, playing with, and providing new stimulating things for their babies. They were also asked about the amount of affectionate attention a mother should give her baby and the period of a baby's life the mother has most influence over his or her development. There were no significant differences between the study group's responses to these questions at the first and second interviews. Nor were there any differences between the study and control group responses to these knowledge questions at the second interview (see Table 4).

A summary knowledge score was developed which reflects the total number of the five knowledge questions which each respondent answered correctly (Alpha=.655). Scores range from a high of five (answered all questions correctly) to a low of zero (answered none correctly). Figure 3 shows the summary knowledge scores for the study group pre- and post-tests and for the control group post-test responses.

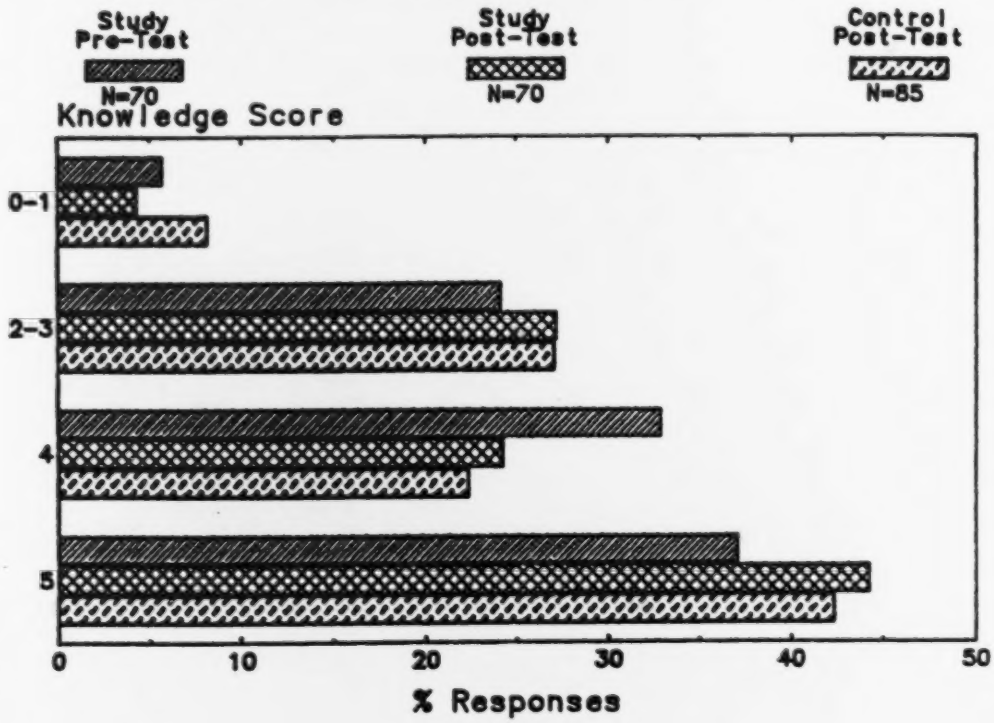

FIGURE 3
Summary Knowledge Scores

Respondents were also asked their beliefs about how much influence a mother can have on a baby's self-confidence and intelligence. Study and control group responses are shown as the last two items in Table 4. There was a significant difference between post-test study and control group respondents regarding their beliefs about self-confidence (t=2.10; $p < .05$) and baby's intelligence (t=2.82; $p < .01$). Study group mothers felt that mothers have greater influence in these areas.

TABLE 4
Knowledge and Beliefs about Child Care and Development

Item	Study Group: Pre-Test (n=70)	Post-Test (n=70)	Control Group (n=85)
When Should Mother Begin Talking To Her Baby?			
From Birth	91%	94%	89%
When Baby Makes Word-like Sounds	6	4	10
When Baby Uses Words	3	1	1
When Should Mother Begin To Play With Her Baby?			
From Birth	79%	71%	75%
When Baby is 2-3 Months	17	23	20
When Baby is 4+ Months	4	6	5
When Should Mother Give Baby A Chance To Hear and See New Things?			
From Birth	66%	57%	64%
When Baby is 2-3 Months	29	30	32
When Baby is 4 Months	6	3	5
How Much Affectionate Attention Should Mother Give Her Baby?			
As Much As Possible	84%	80%	77%
Enough to Keep Baby Happy	11	16	16
Some But Not Enough to Spoil Baby	4	4	7
During What Period Of Life Is a Child's Development Most Influenced By Mother?			
Birth to 3 Years	65%	76%	74%
4 Through 6 Years	16	19	14
7 Through 9 Years	6	0	2
10 Through 12 Years	6	1	4
13+ Years	7	4	6
How Much Influence Can a Mother Have on Baby's Self-Confidence?			
None/Little	3%	6%	10%
Moderate Amount	21	13	25
Lot	76	81	65
How Much Influence Can a Mother Have on Baby's Intelligence?			
None/Little	4%	3%	10%
Moderate Amount	30	14	26
Lot	66	83	65

While there are no differences between the knowledge scores of study and control mothers, or of the study group girls pre- and post-program, relationships between respondents' knowledge scores and other variables are instructive. For example, there is a significant relationship between pre-test knowledge scores and race (X^2=47.2; $p<.001$). Hispanic and Black teens expressed medium levels of knowledge, while white teenagers reported high levels of knowledge about child development and parenting. At the post-test interview, however, the relationship between respondents' knowledge scores and race is no longer significant.

High knowledge scores at the second interview are also not related to respondents' age, grade level, and enjoyment of parenthood, or the extent to which they felt prepared for, or experienced an easy adjustment to, being mothers. Those who participated in parent education classes, however, were significantly more likely to receive higher knowledge scores (Eta=.21; $p<.01$).

There is no significant relationship between respondents' composite knowledge scores at the post-test interview and their self-perceived need for more information on parenting. In short, a respondent's felt need for information did not depend on her level of knowledge about child development and parenting. A fair proportion of all respondents, however, underestimated the importance of providing their very young babies with verbal stimulation and opportunity to play and explore.

Impact on Parenting Practices of Receiving Parent Express

HSQ scores reflect parenting behaviors which may be influenced by reading Parent Express. An HSQ score of 32 or less is considered the risk level for parents' referral for follow-up evaluations for possible developmental delays due to adverse parenting and environmental influences. As shown in Table 5, there is a significant relationship between group membership and respondents' HSQ scores (X^2=9.6; $p<.01$). Significantly more respondents who had received Parent Express had no-risk scores (40%) than control mothers (17%). The percentages of mothers receiving risk scores in both groups were high--60 percent for the study group and 83 percent for the control group.

TABLE 5
Relationship Between Group Membership and HSQ Risk Scores

HSQ Score Level	Study Group (N=70)	Control Group (N=85)
At-Risk	42 (60%)	71 (83%)
Not-At-Risk	28 (40%)	14 (17%)

Chi-square analyses showed that there is no significant relationship between HSQ score levels and participants' race ($\underline{X}^2$=1.55) or participation in a parent education program ($\underline{X}^2$ =.496). Although not significant, respondents with at-risk scores tend to live alone or with their parents, while mothers with not-at-risk scores tend to live with husbands, partners, or friends ($\underline{X}^2$=8.76; $\underline{p}$=.07). There are significant relationships between HSQ score levels and age (Eta=.374; $\underline{p}$< .05), grade level (Eta=.356; $\underline{p}$<.01), and employment (Tau=.181; $\underline{p}$< .05). Older mothers, those in higher grade levels, and mothers who work are more likely to have not-at-risk HSQ scores.

Mothers with not-at-risk scores received information about parenthood and baby care from significantly more sources (such as family and friends, classes, and books) during their babies' first year (Eta=.253; $\underline{p}$< .05). There is a significant relationship between HSQ score levels and summary knowledge scores (Eta=.293; $\underline{p}$<.001). Study and control group mothers with at-risk HSQ scores exhibit less knowledge about child care and development. Their felt need for further information, however, does not differ significantly.

Not-at-risk HSQ scorers tend to enjoy motherhood (Tau=.135; $\underline{p}$=.06). They also have significantly less difficulty adjusting to motherhood (Tau=.167; $\underline{p}$ <.05) and more confidence as mothers (Tau=.241; $\underline{p}$<.01). These no-risk scorers received significantly fewer social services, such as AFDC or food stamps, during their babies' first year (Eta=.229; $\underline{p}$<.05).

Analysis of covariance results show that when age is held constant, those who received Parent Express were significantly less likely to have risk HSQ scores ($\underline{F}$=10.3; $\underline{p}$< .01); being in a parent education class, on the other hand, is not related to HSQ scores.

Study Group Evaluation of Parent Express

The Parent Express Evaluation questionnaire attempted to assess whether study group mothers had read the leaflets and found them beneficial and whether they believed their attitudes, beliefs, and parenting practices were influenced by reading the series. The results of the evaluation are overwhelmingly positive. Almost all respondents (93%) indicated that they had read all or most of the leaflets, and more than half (57%) kept the booklets and referred back to them at least some of the time. A large majority of the young mothers (83%) shared the leaflets with others, usually their own parents, others, and spouses, in that order. A total of 93 percent of the respondents rated the series as being very useful overall.

In all, 81 percent of the respondents said that reading Parent Express increased their confidence as parents, and 56 percent indicated that they worried less about their babies as a result of reading the series.

Parent Express recipients were asked about ways the booklets influenced their parenting practices, and 95 percent reported they had changed at least one practice as a result of reading Parent Express. As shown in Table 6, the most frequently cited changes were providing more stimulating things for baby and playing with baby more.

TABLE 6
Impact of Reading Parent Express

Reading Parent Express Caused Mother To:	Study Group
Provide more things for baby to feel, look at, and listen to	83%
Play with baby more often	79%
Show affection more frequently	73%
Talk to baby more frequently	70%
Respond more quickly when baby cries	69%

A summary score of respondents' answers to the five influence questions reflects the degree to which Parent Express influenced their parenting behavior (Alpha=.743). Scores range from a high of five (influenced in all five behaviors) to a low of zero (no behaviors influenced). As Figure 4 shows, the largest percentage (48.6%) of young mothers responded that they had changed their parenting behavior in all five areas as a result of reading Parent Express, while 4.3 percent reported no influence.

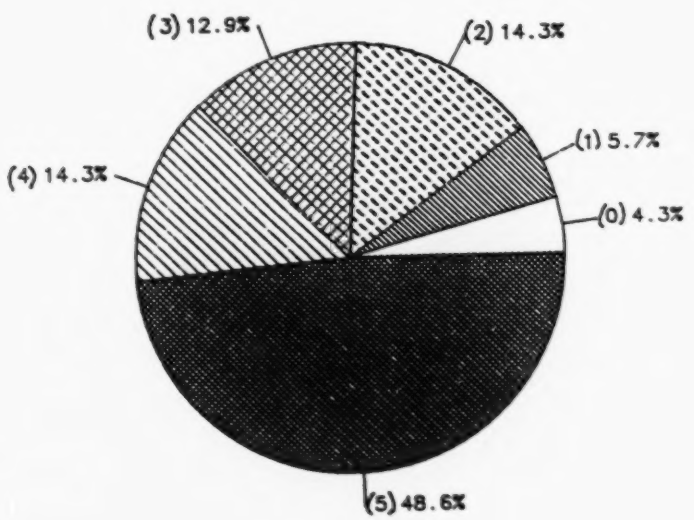

FIGURE 4
Study Group's Summary Influence Scores

Study group mothers with high influence scores were also older than those with low influence scores (r=.28; p<.01). Curiously, these high influence scorers expressed higher needs for information about parenting and received lower scores on knowledge of child care and development (r=-.25; p<.05). There is no relationship between their influence scores and their HSQ scores, participation in parent education classes, number of services received, preparation for parenthood, enjoyment of parenting, confidence in their parenting abilities, or perceived difficulty in parenting. In general, study group mothers with higher influence scores expressed higher satisfaction overall with Parent Express (r=.24; p<.05).

DISCUSSION

An overwhelming majority of 70 young mothers who received Parent Express during their babies' first year found the series to be beneficial and reported that their attitudes, beliefs, and parenting practices had been positively influenced by reading the leaflets. Study group mothers may have exaggerated the extent to which they were affected by reading Parent Express, particularly since most were interviewed over the telephone and may have been eager to please the interviewer. On the other hand, their spontaneous comments about the leaflets and repeated requests for a toddler series highlight the program's positive impact.

This study reinforces other research showing that expectant and parenting teens receive their parenting information primarily through interpersonal channels, which in this case included family and friends and professional advice. For mothers reading Parent Express, however, the use of magazines and pamphlets for parenting information increased significantly between pregnancy and post-test. This finding suggests that teen parents will find written materials enticing and useful when the writing is simple and clear, the format is attractive, and the delivery is timed to coincide with their baby's age in months.

Interestingly, study group mothers reported that they needed more information on parenting at the second interview--after reading Parent Express for a year--than they did at the first interview. At the post-test interview, these mothers also expressed higher information needs than those expressed by control group mothers at the post-test interview. There are several possible explanations for this finding. First, more study girls at the first interview and control mothers at the post-test were attending parent education classes than study group mothers at post-test. The information needs of these two groups may have been satisfied through these classes, since those attending classes reported less need for parenting information. Perhaps study group mothers at post-test perceived a higher need for parenting information because they were not in parent education classes.

A second possible explanation for the discrepancy between study and control mothers' felt needs for parenting information may have to do with teen parents' general lack of realistic, useful knowledge about child development and parenting. Teens may not know that they lack this information. By reading Parent Express, young mothers may realize how little they know and, therefore, express the need for more information.

Reading these booklets might stimulate their desire to learn more about child care. Control group mothers, on the other hand, may continue to believe they have all the information they need about parenting. Supporting this assertion is the finding that a large proportion of study group mothers reported wishing they had had further information about topics emphasized in Parent Express--ways to teach baby, games to play with baby, and toys for baby. These differ from the topics chosen by control mothers and study group teens during pregnancy.

Even though study group mothers indicated that reading Parent Express increased their confidence in their parenting abilities, there were no differences between study and control mothers in their reported levels of confidence or in their preparation for, enjoyment of, or adjustment to parenting. Reading the series may not have influenced their attitudes in these areas, or the questions may not have tapped attitudinal changes actually brought about by reading Parent Express.

There is no significant relationship between respondents' reported need for further information and their correct answers to the five questions about child development and parenting. In addition, there are no differences pre- to post-test in study group knowledge scores or between study and control group mothers' scores at the post-test interview. Like the attitude questions, these knowledge questions may not have tapped the knowledge study group mothers gained by reading Parent Express. In fact, the five questions were too general and few to cover 15 months' worth of information adequately. Moreover, a large majority of respondents scored correctly on each of the questions, indicating that the questions might not have adequately differentiated between more and less knowledgeable respondents. While the knowledge questions related to topics covered in the pamphlets, they did not correspond to the specific information presented in each leaflet and, therefore, may not have adequately tested whether study group mothers learned different information from control mothers. All respondents who were in parent education classes scored significantly higher on the knowledge questions than mothers who were not in such classes, indicating further that the questions may tap more general knowledge about child development and parenting.

Parenting practices seem to be positively affected by reading Parent Express, since significantly more study group mothers have not-at-risk HSQ scores. Even though HSQ score levels are positively related to the mother's age (and to grade level and employment which are correlates of age), those who read Parent Express had significantly higher HSQ scores when age differences are controlled. Attendance at parent education classes, on the other hand, was not related to HSQ score levels. Most study and control group respondents had risk scores, however, so that reading Parent Express was not sufficient to compensate for the difficulties of teen parenting. It is encouraging that, compared to those without risk scores, respondents with HSQ risk scores received more social services (e.g. AFDC, WIC, and Food Stamps) during their babies' first year, a sign that these critical services are reaching the neediest young mothers.

The impact of mothers' living arrangements on their parenting practices needs further research. In this study, while not significant, respondents with at-risk HSQ scores tended to live alone or with their parents, while

mothers with not-at-risk scores tended to live with husbands, partners, or friends. Social support is critical to young mothers and seems to influence their parenting practices. When living alone, mothers may not get enough help, encouragement, or instruction to support good parenting practices. Conversely, mothers living at home may be overwhelmed by their parents' involvement in caring for the new baby. This interference may make them withdraw and leave the parenting to their own parents. Young mothers living with partners, friends, or other relatives, on the other hand, may maintain primary responsibility for parenting, while receiving the support necessary to improve their practices.

There are some caveats about the significant relationship between HSQ scores and receiving Parent Express. First, the HSQ has not been tested specifically on a teenage population. While it was standardized on a low SES population, it is not known how many teenagers were part of that population. Thus, respondent scores in this study may be artificially low. Second, there may be an intervening variable related to both Parent Express and HSQ scores which accounts for the difference in the scores between study and control group mothers.

A major methodological flaw in this study is that control group mothers did not participate in the pre-test interview before their babies were born. Consequently, there is no way of knowing how comparable the two groups of mothers were during their pregnancy. In addition, there is no measure of changes which may have occurred in control group respondents from pre- to post-test. Statistical efforts were made to control for obvious differences, particularly age differences, between study and control group mothers. There may have been differences, however, which were not measured and, thus, not amenable to statistical control. These omissions affect the study's reliability and generalizeability.

In spite of its weaknesses, this study does suggest that age-keyed newsletters have a potential impact on the parenting attitudes, beliefs, and practices of teenage and young mothers. Teen parents will apparently read and use written information that is clear and practical and presented in a simple but attractive, friendly, supportive, and upbeat format. Because the information is keyed to babies' birth months, it reaches parents when they are most ready to use it. Since the information is written, teen parents can read it at their convenience and save it for future reference. Parents also share the information with other people in their circle of friends, relatives, and partners. While this study did not assess the program's impact on the parenting practices of these significant others, there may have been some spillover effects.

Newsletters are relatively inexpensive to produce and disseminate. While the leaflets cannot replace other social, educational, and medical services, they are effective adjuncts to comprehensive programs. Finally, age-keyed newsletters may reach those adolescent parents for whom other services may be either unavailable or unacceptable.

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APPENDIX A
Study Questionnaires

University of California Cooperative Extension

For office use only: (1) Type of response:

___ Phone int.
1

___ Personal int.
2

___ Written

(2) _____ Agency code

(3-6) _ _ _ _ Respondent code
3 4 5 6

Questionnaire for Expectant Mothers

Thank you for agreeing to be a part of our study about what it is like to be a new mother. We will be asking you now about your experiences and beliefs as an expectant mother, and we will contact you when your baby is a year old to find out about your experiences as a mother during your baby's first year.

Your answers to our questions are strictly confidential. We need your name and address so we can find you for the followup study a year from now, but your name will not appear anywhere in our reports.

Please ignore the small numbers which appear in the margins or under the responses. They are here to help us record your answers. We appreciate your cooperation in the study.

Your Name _____

Present Address _____

Present Telephone Number _____

Name, Address, and Phone Number of someone who can tell us how to find you in a year if you have moved _____

(7-10) Today's Date _____

What is the expected due date for your baby? _____

Sources of Information About Baby Care

1. Where have you received your information about parenthood and baby care? (Check as many as you want.)

(11-17) 0,1

_____ Family and friends
_____ Experience caring for babies
_____ Classes
_____ Books
_____ Magazines and Pamphlets
_____ Personal advice from doctors, nurses, and other professionals
_____ Others; describe _____

_____

(18 19 20) 2. Circle those three sources of information checked above which you have found most useful.

(21-29) 3. What information, if any, do you still need about parenting? Information about: (Check as many as you want)

_____ Baby development
_____ Baby nutrition and feeding
_____ Baby health and safety
_____ Ways to teach baby
_____ Managing the stress of motherhood
_____ Games to play with baby
_____ Toys for baby
_____ Other (explain) _____
_____ Don't need any more information about parenting

(30) 4. How well prepared do you feel you are for motherhood? (Check one)

_____ 1 Poorly prepared

_____ 2 Fairly well prepared

_____ 3 Well prepared

_____ 4 Very well prepared.

Feelings about Becoming a Mother

(31) 5. How much do you think you will enjoy motherhood? (Check one)

_____ 1 Very little; will usually not enjoy it.

_____ 2 Some; will enjoy it only now and then.

_____ 3 A fair amount; will enjoy it about half the time.

_____ 4 A lot; will enjoy it almost all the time.

(32) 6. All in all, how hard do you think it will be for you to adjust to being a mother?

_____ 1 Hard most of the time.

_____ 2 Hard about half the time.

_____ 3 Hard only now and then.

_____ 4 Not hard at all.

Beliefs about Babies and Baby Care

(33) 7. When do you believe a mother should begin talking to her baby? (Check one)

_____ 1 From the time the baby is born

_____ 2 When the baby begins to make word-like sounds.

_____ 3 When the baby begins to use words.

(34) 8. When do you believe a mother should begin to play with her baby? (Check one)

_____ 1 From the time the baby is born.

_____ 2 When baby is 2 or 3 months old.

_____ 3 When baby is 4 months old.

_____ 4 When baby is 5 months or older.

(35) 9. When do you believe a mother should give her baby a chance to hear and see new kinds of things? (Check one)

_____ 1 From the time the baby is born.

_____ 2 When baby is 2 or 3 months old.

_____ 3 When baby is 4 months old.

_____ 4 When baby is 5 months or older.

(36) 10. How much affectionate attention do you believe a mother should give her baby? (Check one)

_____ 1 As much as possible.

_____ 2 Enough to keep the baby happy.

_____ 3 Some, but not enough to spoil the baby.

_____ 4 A little.

(37) 11. How much influence do you believe a mother (or other care giver) can have on a baby's self-confidence? (Check one)

_____ None
1

_____ A little
2

_____ A moderate amount
3

_____ A lot.
4

(38) 12. How much influence do you believe a mother (or other care giver) can have on a baby's intelligence? (Check one)

_____ None
1

_____ A little
2

_____ A moderate amount
3

_____ A lot.
4

(39) 13. During which period of life do you believe a child's development is most influenced by his/her mother (or other care giver)? (Check one)

_____ From birth through age three
1

_____ Four through six years
2

_____ Seven through nine years
3

_____ Ten through twelve years
4

_____ Thirteen years or older
5

Information about You

(40) 14. Will this be your first child? (Check one)

_____ Yes
1

_____ No
2

(41) 15. How old are you? (Check one)

_____ Under 13
1

_____ 13
2

_____ 14
3

_____ 15
4

_____ 16
5

_____ 17
6

_____ 18
7

_____ 19
8

_____ 20
9

(42) 16. What is your marital status? (Check one)

_____ Single
1

_____ Divorced/separated
2

_____ Married.
3

(43) 17. What is your present living arrangement? (Check one)

_____ Live alone
1

_____ Live with husband or partner
2

_____ Live with friend(s)
3

_____ Live with own parents(s)
4

_____ Other (explain) _____
5

(44) 18. Are you now in a school or day program for expectant parents? (Check one)

_____ Yes
1

_____ No
2

(45) 19. If yes, on what level? (Check one)

_____ Junior high
1

_____ High school
2

_____ College
3

_____ Other (please explain) _____
4

(46) 20. What is the highest level of education you have achieved to date? (Check one)

_____ 8th grade or less
1

_____ Grade school graduation
2

_____ Some high school
3

_____ High school graduation
4

_____ Some college
5

(47) 21. What is your race or ethnicity? (Check one)

_____ Hispanic
1

_____ White (non-Hispanic)
2

_____ Black
3

_____ Other (please explain) _____
4

(48) 22. What is the approximate total income of your household before taxes? (Check one) (Optional)

_____ 1 Under $5,000

_____ 2 $5,000 to $9,999

_____ 3 $10,000 to $14,999

_____ 4 $15,000 to $19,999

_____ 5 $20,000 to $24,999

_____ 6 $25,000 to $29,999

_____ 7 $30,000 to $34,999

_____ 8 $35,000 or more

_____ 9 Unknown

(49) 23. Do you receive Medi-Cal? (Optional)

_____ 1 Yes

_____ 2 No

(50) 24. Are you employed for pay outside your home? (Check one)

_____ 1 No, not employed

_____ 2 Employed 2 to 8 hours a week

_____ 3 Employed 9 to 20 hours a week

_____ 4 Employed 21 to 40 hours a week

_____ 5 Employed more than 40 hours a week.

(51) 25. Any additional information you would like to share with us about your experiences as an expectant mother (including your joys, fears, expectations, needs, personal experiences, etc.)?

Thank you very much for your help.

Dr. Dorothea Cudaback
University of California
Cooperative Extension

University of California Cooperative Extension

For office use only: (1) Card 2

(2 4) - - - Respondent code
2 3 4

(5-6) _____ Agency code

Questionnaire for Mothers of 11 to 15 month old babies

Thank you for agreeing to be a part of our study about what it is like to be a new mother. Now that your baby is a year old, we would like to know something about your experiences as a mother this first year. Your answers to our questions are strictly confidential; your name will not appear anywhere in our report.

Your Name _____

Present Address _____

Present Telephone Number _____

Is your baby a boy or a girl? _____ (Interviewer code at end of questionnaire)

(7-12) Your baby's birthdate _____

(13-18) Today's Date _____

Sources of Information about Parenthood and Baby Care

(19-24) 0,1 1. During your baby's first year, where did you receive your information about parenthood and baby care? (Check as many as you want)

_____ Family and friends
_____ Classes
_____ Books
_____ Magazines and pamphlets
_____ Personal advice from doctors, nurses, and other professionals
_____ Other; describe _____

(25-34) 0,1 2. Looking back, what other information, if any, do you wish you had received to help you care for your baby this first year? (Check as many as you want)

Information about:

_____ Baby development
_____ Baby nutrition and feeding
_____ Baby health and safety
_____ Ways to teach baby
_____ Managing the stress of motherhood
_____ Games to play with baby
_____ Toys for baby
_____ Day care
_____ Other (explain) _____
_____ Did not need any more information about parenting

(35) 3. Looking back over this first year, how well prepared do you think you were for motherhood? (Check one)

_____ 1 Poorly prepared

_____ 2 Fairly well prepared

_____ 3 Well prepared

_____ 4 Very well prepared

Feelings about Motherhood

(36) 4. How much did you enjoy motherhood this first year? (Check one)

_____ 1 Very little; usually did not enjoy it

_____ 2 Some; enjoyed it now and then

_____ 3 A fair amount; enjoyed it about half the time

_____ 4 A lot; enjoyed it almost all the time

(37) 5. All in all, how hard was it for you this first year to adjust to being a mother? (Check one)

_____ 1 Hard most of the time

_____ 2 Hard about half the time

_____ 3 Hard only now and then

_____ 4 Not hard at all

(38) 6. All in all, how much confidence do you have in yourself as a mother? (Check one)

_____ 1 A lot of confidence

_____ 2 A fair amount of confidence

_____ 3 A little confidence

_____ 4 Very little confidence

Beliefs about Baby Care

(39) 7. When do you believe a mother should start talking to her baby? (Check one)

_____ 1 From the time the baby is born

_____ 2 When the baby begins to make word-like sounds

_____ 3 When baby begins to use words

(40) 8. When do you believe a mother should begin to play with her baby? (Check one)

_____ 1 From the time the baby is born

_____ 2 When baby is 2 or 3 months old

_____ 3 When baby is 4 months old

_____ 4 When baby can talk

(41) 9. When do you believe a mother should give her baby a chance to hear and see new kinds of things? (Check one)

_____ 1 From the time baby is born

_____ 2 From the time baby is 2 to 3 months old

_____ 3 From the time baby is 4 to 5 months old

(42) 10. How much affectionate attention do you believe a mother should give her baby? (Check one)

_____ 1 As much as possible

_____ 2 Enough to keep the baby happy

_____ 3 Some, but not enough to spoil the baby

_____ 4 A little

(43) 11. How much influence do you believe a mother (or other care giver) can have on a baby's self-confidence? (Check one)

_____ 1 None

_____ 2 A little

_____ 3 A moderate amount

_____ 4 A lot

(44) 12. How much influence do you believe a mother (or other care giver) can have on a baby's intelligence? (Check one)

_____ 1 None

_____ 2 A little

_____ 3 A moderate amount

_____ 4 A lot

(45) 13. During which period of life do you believe a child's development is most influenced by his/her mother (or other care giver)? (Check one)

_____ 1 From birth through age three

_____ 2 Four through six years

_____ 3 Seven through nine years

_____ 4 Ten through twelve years

_____ 5 Thirteen years or older

Information about you

(46) 14. Was this your first child? (check)

_____ 1 Yes

_____ 2 No

(47-48) 15. How old are you? _____

(49) 16. What is your marital status? (Check one)

_____ 1 Single

_____ 2 Divorced/separated

_____ 3 Married

(50) 17. What is your present living arrangement? (Check one)

_____ 1 Live alone

_____ 2 Live with husband or partner

_____ 3 Live with friend(s)

_____ 4 Live with own parents(s)

_____ 5 Other (explain) _____

(51) 18. Are you in school now? (Check one)

_____ 1 Yes

_____ 2 No.

(52-53) 19. What is the highest grade you have reached to date? _____

(54) 20. Did you go to any programs or take any classes for new mothers this first year?

_____ 1 Yes (please explain)_____

_____ 2 No

(55) 21. If yes, how often did you attend this program?

_____ 1 Daily

_____ 2 2 to 4 times a week

_____ 3 Once a week

_____ 4 2 to 3 times a month

_____ 5 Once a month

(56) 22. What is your race or ethnicity? (Check one)

_____ 1 Hispanic

_____ 2 White (non-Hispanic)

_____ 3 Black

_____ 4 Other (please explain)_____

(57) 23. Are you employed for pay outside your home? (Check one)

_____ 1 No; not employed

_____ 2 Employed 2 to 8 hours a week

_____ 3 Employed 9 to 20 hours a week

_____ 4 Employed 21 to 40 hours a week

_____ 5 Employed more than 40 hours a week

(58-63) 0,1 24. During your baby's first year did you receive any of the following kinds of assistance? (Check as many as apply)

_____ Food Stamps

_____ Social Security

_____ AFDC

_____ Medi-Cal

_____ WIC

_____ Other (please explain)_____

(64) 25. When do you expect to have another baby?

____ 1 Pregnant now; baby due in ____ months

____ 2 In 1-2 more years

____ 3 In 3-5 more years

____ 4 After 5 more years

____ 5 Never

____ 8 Don't know

(65) 26. Have you ever seen the Newsletter Parent Express?

____ 1 No

____ 2 Yes

(66-67) 27. If yes, how many different copies of Parent Express have you read this year?_____

(68) 28. Any additional information you would like to share with us about your experiences as a new mother?

Thank you very much for your help.

Dr. Dorothea Cudaback
University of California
Cooperative Extension

For Office Use Only:

(69-70) _____ HSQ Score

(71) _____ Baby is boy 1, girl 2

University of California | Cooperative Extension

For office use only: (1) Card: 3

(2-4) - - -
2 3 4
Respondent Code

Evaluation of "Parent Express"

We want to know what you think about the newsletter "Parent Express". We appreciate your help in completing this evaluation questionnaire. Thank you.

(5) 1. How much of the newsletter do you usually read? (Check one)

_____ 1 All articles in all issues

_____ 2 Most articles in most issues

_____ 3 Skim and read one or two articles per issue

_____ 4 None of it

(6) 2. What do you usually do with newsletters? (Check one)

_____ 1 Keep and read again often

_____ 2 Keep and read again occasionally

_____ 3 Keep but seldom read again

_____ 4 Keep but never read again

_____ 5 Give to someone

_____ 6 Throw them away

(7) 3. Does anyone else read your copy of newsletters?

_____ 1 No

_____ 2 Yes

(8-10) 0,1 4. If yes, who? (Check as many as apply)

_____ Spouse or partner

_____ Baby's grandparent

_____ Other relative or friend

11-19) 5. The following are some topics covered by the newsletter. For each topic 1-4 check one box showing how helpful you found each topic to be.

			Not Helpful 1	Somewhat Helpful 2	Very Helpful 3	This topic is Not a Concern To Me 4
(11)	a.	Baby's physical growth	[ ]	[ ]	[ ]	[ ]
(12)	b.	Baby's emotional growth	[ ]	[ ]	[ ]	[ ]
(13)	c.	Baby's intellectual development	[ ]	[ ]	[ ]	[ ]
(14)	d.	Nutrition and feeding	[ ]	[ ]	[ ]	[ ]
(15)	e.	Baby's health and safety	[ ]	[ ]	[ ]	[ ]
(16)	f.	Games to play with baby	[ ]	[ ]	[ ]	[ ]
(17)	g.	Fathering	[ ]	[ ]	[ ]	[ ]
(18)	h.	Taking care of my own needs as a parent	[ ]	[ ]	[ ]	[ ]
(19)	i.	Resources for more information and help on parenting	[ ]	[ ]	[ ]	[ ]

6. Ways, if any, that you believe the newsletters influenced your behavior with your baby:

(20) a. Reading the newsletters caused me to talk to my baby more.

_____ No
1

_____ Yes
2

(21) b. Reading the newsletters caused me to smile, kiss and hug my baby more.

_____ No
1

_____ Yes
2

(22) c. Reading the newsletters caused me to play games with my baby more.

_____ No
1

_____ Yes
2

(23) d. Reading the newsletters caused me to respond more quickly when my baby cried.

_____ No
1

_____ Yes
2

(24) e. Reading the newsletters caused me to provide more things for my baby to feel, look at, listen to, smell and taste.

_____ 1 No

_____ 2 Yes

(25) f. Reading the newsletters caused me to be more careful about introducing solid foods to my baby.

_____ 1 No

_____ 2 Yes

(26) 7. Did the newsletters help you to feel more self-confident as a parent? (Check one)

_____ 1 No, did <u>not</u> help me to feel more self-confident

_____ 2 Yes, helped me feel a <u>little</u> <u>more</u> self-confident

_____ 3 Yes, helped me feel <u>moderately</u> <u>more</u> self-confident

_____ 4 Yes, helped me feel <u>much</u> <u>more</u> self-confident

(27) 8. Did the newsletters affect how much you worried about your baby? (Check one)

_____ 1 No, did not affect how much I worried

_____ 2 Yes, caused me to worry <u>less</u>

_____ 3 Yes, caused me to worry <u>more</u>

(28) 9. Did the newsletters help you improve your relationship with your baby's other parent? (If you have little or no contact with baby's other parent, check not applicable)

_____ 1 No, did not really affect the relationship

_____ 2 Yes, helped the relationship a little

_____ 3 Yes, helped the relationship a lot

_____ 4 Not applicable

(29) 10. Did reading the newsletters affect your actions or feelings as a parent in any other way?

_____ No
1

_____ Yes
2

(30) 11. If yes, how? _____
1-9

_____

_____

(31) 12. Overall, how would you rate the newsletter's usefulness to you as a parent? (Check one)

_____ Not useful
1

_____ Moderately useful
2

_____ Very useful
3

(32) 13. Overall, how would you rate the writing style of the newsletters? (Check one)

_____ Too hard to understand
1

_____ Too basic
2

_____ Just right
3

_____ Other (please explain)_____
4

_____

(33) 14. Before receiving this newsletter series, had you ever used the services of your county Extension office?

_____ No
1

_____ Yes
2

(34) 15. If you had not received Parent Express by mail, where would you most likely have read it?

____ Library

____ Doctor's office

____ School program

____ Hospital clinic

____ Other agency (specify)_____

____ Nowhere else

(35) 16. Please add any comments or suggestions about the Newsletter series:
1-9

_____

_____

_____

_____

Thank you for your help.

Child's Name_____ Birthdate_____ Age_____

Parent's Name_____ Phone No._____

Address_____ Date_____

HOME SCREENING QUESTIONNAIRE

Please answer all of the following questions about how your child's time is spent and some of the activities of your family. On some questions, you may want to check more than one blank.

FOR OFFICE USE ONLY

1. How often do you and your child see relatives?
   ____never
   ____at least once a year
   ____at least 6 times a year
   ____at least once a month
   ____at least once a week

2. Do you subscribe to any magazines? YES NO If yes, what kind?
   ____home and family magazines
   ____news magazines
   ____children's magazines
   ____other

3. About how many hours each day does your child spend in a playpen, jump-chair, infant swing or infant seat?
   ____none
   ____up to 1 hour
   ____1 to 3 hours
   ____more than 3 hours

4. Does your child have a toybox or other special place where he/she keeps his/her toys? YES NO

5. How many children's books does your child have of his/her own?
   ____0: too young
   ____1 or 2
   ____5-9
   ____10 or more

6. How many books do you own?
   ____0-9
   ____10-20
   ____more than 20

   Where do you keep them?
   ____in boxes
   ____on a bookcase
   ____other -- explain _____
   _____

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7. How often does someone take your child into a grocery store?
   ____hardly ever; prefer to go alone
   ____at least once a month
   ____at least twice a month
   ____at least once a week

8. How many different babysitters or day care centers have you used in the past three months?_____

9. Do you have any pets? YES NO (include dog, cat, fish, birds, etc.)

10. About how many times in the past week did you have to spank or slap your child to get him/her to mind?
    _____

11. Did you start talking to your child when he/she was
    ____0-3 months?
    ____3-9 months?
    ____9-15 months?
    ____when he/she was old enough to understand?

12. Most of the time do you feel that your child
    ____is usually smiling and pleasant
    ____prefers to be by himself/herself
    ____responds readily to affection
    ____gets angry when he/she doesn't get his/her way
    ____is often cranky

13. Do you talk to your child as you are doing the housework?
    YES NO TOO YOUNG

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14. When your child gets a new toy do you usually
    ____explore it with him/her?
    ____let him/her explore it on his/her own
    ____save it for a special occasion?

15. How often does someone read stories or show pictures to your child?
    ____hardly ever
    ____once or twice a month
    ____at least once a week
    ____at least 3 times a week
    ____at least 5 times a week

16. What do you usually do when your child gets bored?
    ____give him/her a cookie or something to eat
    ____put him/her to bed for a nap
    ____offer him/her a toy
    ____encourage him/her to keep himself/herself busy
    ____play with him/her

17. Which of the following do you let your child play with?
    ____water ____food
    ____mud ____fingerpaints
    ____dirt ____none of the above
    ____sand

18. How often does your child eat a meal at the table (or sit at the table during a meal) with <u>both</u> mother and father (or father figure)?
    ____never
    ____at least once a month
    ____at least once a week
    ____at least 3 or 4 times a week
    ____at least once a day

19. Do you have any plants in your house? YES NO

20. About how often do you take your child to the doctor? _____

21. Do you have any friends with children about the same age as your child? YES NO

22. Do you sometimes try new recipes that you find in the newspaper or in magazines? YES NO

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23. Does the father (or other adult male) provide some caregiving (such as babysitting, feeding, putting to bed, etc.) for the child? YES NO If Yes, how often?
    ____at least once a month
    ____at least once a week
    ____at least 3 or 4 times a week
    ____everyday

24. How often does your child get o of the house (backyard, for a walk, to the store, etc.)?
    ____at least once a month
    ____at least once a week
    ____at least 4 times a week
    ____at least once a day

25. Check the things which you (or other adult or older child in the home) have helped your child to learn.
    ____rolling over
    ____crawling
    ____feeding himself/herself
    ____walking
    ____colors
    ____saying new words
    ____song, prayers, or nursery rhymes
    ____none of the above
    Other:_____

26. Is anyone in the family presentl taking a class at the college level? YES NO

27. Who does the grocery shopping fo your family? _____

28. Most of the decisions about how the family income is to be spent are made by
    ____Mother ____Grandparent
    ____Father ____Friend
    ____Mother and Father

29. How often do you actively play with your child at this age?
    ____hardly ever; too young
    ____at least once a week
    ____at least 3 or 4 times a we
    ____everyday

30. Do you have a T.V.? YES NO
    a) About how many hours is the T.V. on each day? _____
    b) About how many hours does you child watch T.V. each day?___

We are interested in finding out what kinds of toys children have in their homes. The items listed below are for children of different ages.

PLEASE CHECK ANY OF THE FOLLOWING THAT YOU HAVE IN YOUR HOME AND THAT YOUR CHILD IS ALLOWED TO PLAY WITH. DO NOT CHECK THE ONES THAT YOU DO NOT HAVE NOW OR ONES THAT ARE BROKEN.

WE DO NOT EXPECT A CHILD TO HAVE ALL OF THESE ITEMS.

1. ____dolls with clothes or paper dolls
2. ____stuffed animals, animal toys or animal books
3. ____dress-up clothes or costumes
4. ____tricycle, bicycle or scooter
5. ____stroller or walker
6. ____wagon
7. ____Big Wheel or child-size car
8. ____pull or push toy
9. ____mobile
10. ____child-size furniture
11. ____high chair
12. ____playpen
13. ____puzzles - at least three
14. ____alphabet toy, alphabet game or alphabet book
15. ____number toy, number game or number book
16. ____coloring book
17. ____dot-to-dot or color-by-number book
18. ____scissors
19. ____pegboard
20. ____toy telephone
21. ____plastic snap-together beads
22. ____musical toys or music box
23. ____children's books
24. ____ball
25. ____shape ball or box
26. ____crib gym
27. ____jumpseat or door swing
28. ____squeeze toys
29. ____rattles
30. ____T.V.
31. ____Busy Box
32. ____gun
33. ____clay or play dough
34. ____real or toy musical instruments
35. ____sand box
36. ____homemade building toys
37. ____blocks
38. ____Tinker Toys, Lego or Lincoln Logs
39. ____record player
40. ____children's records
41. ____chalkboard
42. ____swings
43. ____jungle gym
44. ____car, truck or train
45. ____measuring cups
46. ____pots and pans
47. ____toy dishes
48. ____doll carriage
49. ____plastic tools and workbench
50. ____crayons, paints or pencils

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See the HSQ Reference Manual for scoring instructions.

Questions Subtotal _____

Toy Checklist Subtotal _____

TOTAL HSQ SCORE _____

HSQ Results _____

Scorer's Name _____

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